**Are there cognitive/learning concerns stated by the classroom teacher ? Stated by other teachers ? Stated by the parent ?**

No Concerns

**COGNITIVE 3/4 YEAR OLD ASSESSMENT PROTOCOL (Students in an ECE classroom)**

Verified Concerns

Mild Concerns

**Psychologist collaborates with teacher and/or ECSE to gain general information regarding cognitive functioning.**

**If concerns are noted, but mild, a screen may be warranted. The team determines who will do the screening (ECSE or Psychologist).**

**Psychologist collaborates with teacher and/or ECSE to gain general information regarding cognitive functioning, concerns, and strategies tried.**

**Psychologist gathers a body of evidence that includes observations and formal/targeted assessment. A summary of testing completed by the ECSE can also be used. The team determines the process.**

**If significant concerns are verified, then the Psychologist (or Social Worker) may consider completing a Vineland.**

**Psychologist briefly collaborates with teacher and/or ECSE to gain general information regarding cognitive functioning in the classroom.**

**If no concerns are noted, then…**

**Psychologist completes the Cognitive PLAAFP using the gathered Body of Evidence or they may state, “At this age, Cognitive and Educational skills are interrelated. See Educational PLAAPF for information on cognitive skills.”**

**If the above statement is used, then the ECSE will report on cognition in their PLAAPF.**

**If there are no concerns, the psychologist does not need to attend the IEP meeting.**

**Psychologist completes the Cognitive PLAAFP using the gathered Body of Evidence or they may state, “At this age, Cognitive and Educational skills are interrelated. See Educational PLAAPF for information on cognitive skills.”**

**If the above statement is used, then the ECSE will report on cognition in their PLAAPF.**

**If concerns are considered mild, then the Psychologist is recommended to attend the IEP meeting, but they do not have to if they feel the concerns will be addressed by the ECSE.**

**Psychologist will complete the Cognitive PLAAFP using the gathered Body of Evidence.**

**If concerns are considered mild, then the Psychologist is recommended to attend the IEP meeting. If they completed testing, then they need to attend or complete an excusal form.**

**If concerns are considered significant, then the Psychologist should attend the IEP meeting. If they cannot attend then they need to complete an excusal form.**

Process for the Assessment of

Cognitive for 3/4 year olds in an ECE classroom

1. ECSE (Early Childhood Special Educator) is the case manager. She will contact the Special Education Team (Nurse, SLP, Psychologist, Social Worker, and OT/PT if needed) to alert them that an ECE student has been referred for an initial.

2. Psychologist will talk with ECSE, ECE teacher, and other providers to gather information about specific concerns. A meeting is recommended with all disciplines to discuss areas of concern and what evaluations will be completed and by whom.

3. If there are significant cognitive concerns, then the Psychologist will need to be involved with the evaluation.

4. If mild or significant concerns are present, the Psychologist will gather/review the Body of Evidence. This includes:

• review data that is available from ECSE, ECE teacher, and other providers;

• conduct at least **one observation** during an academic period;

• complete a screen or assessment if cognitive concerns are present. The psychologist may report on assessments completed by the ECSE.

6. Based on the Body of Evidence:

If there are **no concerns**, the Psychologist will complete their PLAAFP or may state, “At this age, Cognitive and Educational skills are interrelated. See Educational PLAAPF for information on cognitive skills.” If this statement is used, then the ECSE will report on cognition in their PLAAPF. The psychologist does not have to attend the IEP meeting.

If **mild concerns** are noted, then the Psychologist will decide if they need to get more specific information via interviewing the parent, observing the assessment by the ECSE, collecting data, and/or completing specific screening/assessment measures. If the ECSE is also doing a screening or an assessment (i.e., Mullen) then the Psychologist may review that information. The Psychologist completes their PLAAFP based on all the information collected or they may state, “At this age, Cognitive and Educational skills are interrelated. See Educational PLAAPF for information on cognitive skills.” If this statement is used, then the ECSE will report on cognition in their PLAAPF. The psychologist does not have to attend the IEP meeting.

If there are **verified concerns**, the Psychologist will complete some type of assessment. They need to get more specific information via interviewing the parent, observing the assessment by the ECSE, collecting data, and/or completing specific screening/assessment measures. If the ECSE is also doing a screening or an assessment (i.e., Mullen) then the Psychologist may review that information and **make their own** interpretation of this data as part of their Body of Evidence. If cognition is a significant area of concern, then the Psychologist will need to complete their PLAAFP based on all the information collected. The psychologist is required to attend the IEP meeting.

If the psychologist did testing and concerns are mild, it is recommended that the Psychologist attend the IEP meeting. If that is not possible (due to scheduling conflicts), they need to complete an excusal form. If the psychologist simply reviewed testing from others and the concerns are mild, they do not need to attend the IEP meeting as long as the ECSE is reporting on cognition.

In certain circumstances (and depending on age of child), a review of a Cognitive assessment done by others (i.e., privately, Children’s Hospital or by the ECSE) may satisfy the need to do a full assessment. This will be determined on an individual basis. The review of data from others is considered part of the Body of Evidence and must be summarized by the Psychologists (in their own words) on the Cognitive PLAAFP.

7. If the parent speaks a language other than English, the School Psychologist may use someone in the building to help them communicate with the family. An interpreter will be arranged by the ECSE for the evaluation and IEP meeting.

8. If you have any questions, you may ask the ECSE in your building, or you may email [Sheri\_Katzman@dpsk12.org](mailto:Sheri_Katzman@dpsk12.org) , Erin Turner or Melanie Wheeler.

**MEASURES TO SCREEN/ASSESS COGNITION OF 3/4 YEAR OLDS.**

**(If assessing for ‘SLIC’ or Center Placement, then a full assessment needs to be completed.)**

**1. Mullen Scales of Early Learning – may use with 3 and 4 year olds or low functioning 5 year olds.**

**2. Differential Abilities Scale-2 – use to determine SLIC or as targeted assessment (can administered specific subtests)**

**3. WPPSI-3 – use to determine SLIC or as targeted assessment (can administered specific subtests)**

**4. K-ABC-2**

**5. BRIGANCE Screen – a developmental inventory of basic skills needed for children to succeed in school.**

**6. DIAL-4 – Can use to screen pre-academic and cognitive skills.**

**7. TBPA-2 (only if the child’s skills are too low to complete a standardized measure. More appropriate for younger children, i.e. 3 year old or young 4s who have not been in school. Not appropriate for 5 year olds.)**

**\*This is not an exhaustive list of measures, but some ideas of those that are available.**